

The Impact of Media

Lesson Preparation

Daily Lesson 16	READING		WRITING	
	TEKS	Ongoing TEKS	TEKS	Ongoing TEKS
	E1.22B		E1.15D	
Key Understandings and Guiding Questions	<ul style="list-style-type: none"> Credibility of sources affects the reliability of information. <p>— What makes a source credible?</p>		<ul style="list-style-type: none"> New and different perspectives can be communicated through media. <p>— How does a multimedia presentation convey a viewpoint differently than a written essay?</p>	
Vocabulary of Instruction	<ul style="list-style-type: none"> Credibility Reliability 		<ul style="list-style-type: none"> Multimedia Viewpoint 	
Materials	<ul style="list-style-type: none"> Reader's Notebook (1 per student) Teacher Reader's Notebook (1) Computer access Chart paper (if applicable) 		<ul style="list-style-type: none"> Writer's Notebook (1 per student) Teacher Writer's Notebook (1) Note card (1 per student) Chart paper (if applicable) 	
Attachments and Resources	<ul style="list-style-type: none"> Handout: Internet Credibility (1 per student) 			
Advance Preparation	<ol style="list-style-type: none"> Prepare to display visuals as appropriate. Secure computer access. 		<ol style="list-style-type: none"> Prepare to display visuals as appropriate. 	
Background Information	<p>Valid source – a correct and truthful source. Some questions useful for evaluating validity of a source might be: Does the author present facts with supporting evidence? Does the information in this source match information in other sources?</p> <p>Reliable source – credible or believable source. Some questions to evaluate credibility might be: Is the author a respected authority on the subject? Does the author support opinions with strong argumentation and reasoning? How current is the information?</p> <p>This Instructional Routine partially assesses Performance Indicator: "After reading a variety of expository texts on a campus, community, or state issue, produce a multimedia presentation of choice (e.g., documentary, class newspaper, docudrama, infomercial, visual or textual parodies, theatrical production) to convey a point of view on the issue. Include and cite textual evidence to support ideas,</p>		<p>This Instructional Routine partially assesses Performance Indicator: "After reading a variety of expository texts on a campus, community, or state issue, produce a multimedia presentation of choice (e.g., documentary, class newspaper, docudrama, infomercial, visual or textual parodies, theatrical production) to convey a point of view on the issue. Include and cite textual evidence to support ideas, inferences, and conclusions. Present your project to the class."</p>	

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Teacher Notes	<p>Internet research can be tricky for students. Remind them that they need to be sure to find valid and reliable sources.</p> <p>The Writing Component should be completed prior to this Reading Instructional Routine.</p> <p>Remind students of the ongoing Independent Reading assignment for this Unit. The IR Book Page and related tasks should be finished prior to Daily Lesson 20.</p>	

Instructional Routines

	READING	WRITING
Daily Lesson 16		
Duration and Objective	Suggested Duration: 25-30 min. Content Objective: Students create criteria for evaluating the credibility and reliability of Internet resources.	Suggested Duration: 25-30 min. Content Objective: Students choose a topic and establish a viewpoint for a multimedia presentation.
Mini Lesson	1. As a class, review criteria that make sources reliable, credible, and of good quality.	1. Introduce the Performance Indicator: “ <i>After reading a variety of expository texts on a campus, community, or state issue, produce a multimedia presentation of choice (e.g., documentary, class newspaper, docudrama, infomercial, visual or textual parodies, theatrical production) to convey a point of view on the issue. Include and cite textual evidence to support ideas, inferences, and conclusions. Present your project to the class.</i> ” Clarify expectations as needed. 2. Brainstorm with students the campus, community and state topics they have explored during this Unit. 3. Explain to students that they can either choose one of these topics or another they are interested in. 4. Remind students that for their argumentative essay, their position was clearly stated in their thesis statement. In their multimedia presentation, their viewpoint may not be in the form of a thesis statement, but that it should be very evident through the evidence they provide.
Learning Applications	1. Students complete Handout: Internet Credibility and begin researching the topic of their multimedia presentation.	1. Students choose a topic and establish the viewpoint for their multimedia presentation. 2. Students begin planning their multimedia presentation.
Closure	1. Ask: Why is it important to determine the credibility of sources used to support a viewpoint? Discuss responses.	1. Exit Slip: Students submit their topic selection and viewpoint on a note card.